

# Poynton High School - Pupil premium strategy statement – NOVEMBER 2025

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Poynton High School
Number of pupils in school	1499 (including Sixth Form. Based on January 2025 census) 1208 – main school
Proportion (%) of pupil premium eligible pupils	9% - 135 students
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	November 2025 (updated from Sept.24)
Date on which it will be reviewed	January 2026
Statement authorised by	M Dean - Headteacher
Pupil premium lead	E Greenfield – Assistant Headteacher (Pupil Premium Lead)
Governor / Trustee lead	Rachelle Donn

## Funding overview – Figures based on Dfe funding calculations not Poynton High School PP data

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium - £125,775 PLAC - £21,040 (based on 8 PLAC @ £2,630) Service Children - £1750 (5 students receiving £350 each) Figures based on January 2025 census

Total budget for this academic year	£148, 215
Funding carried over from last academic year	£0

## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff and the governing body at Poynton High School are committed to supporting students eligible for Pupil Premium funding with their pastoral, social and academic needs enabling them to achieve excellence within a caring and nurturing environment. We aim to ensure that all students will develop a love for learning and acquire skills and abilities enabling them to achieve their full potential and leave Poynton High School ready for their aspirational next steps.

We aim to narrow the gap between students eligible for Pupil Premium funding and those who are not, establishing and maintaining the highest of expectations of all our students throughout their school careers. We are committed to delivering high quality adaptive teaching to meet the needs of our students and providing outstanding teaching and learning opportunities for all students throughout their school careers in recognition that high quality teaching has a disproportionately positive impact on disadvantaged learners (Rowland, 2017). We strive to utilise equitable teaching strategies to address and alleviate the impact of disadvantage on our young people in order for all our students to achieve aspirational outcomes. Alongside our priority of high-quality teaching, we will ensure a particular focus on improving literacy and developing the resilience of our young people. This will include a focus on self-supported learning, targeted pastoral support and minimising absence from school.

Our strategy will encompass a whole school approach where every member of staff is aware of the critical part they play in ensuring educational success for each and every student. We will continue to work with all stakeholders including governors, parents and carers, providing support to them based on the needs of our young people. Where a need is identified, we will utilise timely interventions and tailored support in order for students to excel at Poynton High School. All our approaches will be underpinned by a firm belief that we can create the equity needed to support all of our young people to achieve their potential.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	<p>Students lack resilience in their learning which limits their independence and engagement with the school curriculum.</p> <p>‘The best way to raise pupil self-esteem is for them to be successful in the classroom.’ – Rowland, 2018.</p> <p><i>Through our whole school student research evidence suggests students better equipped to regulate their own learning practices performed best.</i></p>
2	<p>Some more vulnerable learners show reluctance to engage with school staff supporting their learning. This is also shown in engagement with extra-curricular activities. There is</p>

	<p>a need to establish meaningful and powerful relationships for teaching and learning to allow the cohort to thrive in confidence and skill.</p> <p><i>Student voice suggests that students are more willing to engage with staff who are invested in them. Students who feel invested in perform better.</i></p>
3	<p>Lower rates of attendance for our Pupil Premium cohort, demonstrate the need for continued high expectations, positive home school communication and well-utilised links with external agencies. <i>'Attendance...key barriers to disadvantaged pupils' progress say three in four schools'</i> – Education Endowment Fund, 2023.</p>
4	<p>Communication, social and emotional needs impacting Pupil Premium students which then has a significant impact on students accessing learning.</p> <p><i>'These key issues become...core priorities for supporting vulnerable pupils and those who receive the PPG'</i> <i>'Narrowing the Attainment Gap'</i> Daniel Sobel 2018</p>
5	<p>Literacy and Reading Gaps – widening gaps in ability for learners further disadvantage their ability to fully access the wider curriculum and can lead to disengagement of their education and their place within the school community. <i>'Reading key barriers to disadvantaged pupils' progress say three in four schools'</i> – Education Endowment Fund, 2023.</p>
6	<p>Observations have shown underdeveloped oral language skills and language gaps in pupils. Improving oracy supports academic success and future life chances as it is a key life skill. (The Sutton Trust, 2024) This is evident in EAL pupils as well as English speaking pupils and is seen across the school although is particularly evident our disadvantaged pupils.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Students have the tools to be resilient learners allowing them to fully engage with all aspects of the school curriculum and wider school community.	<p>Narrowing of gap between disadvantaged and non-disadvantaged pupils in all aspects of school life:</p> <ul style="list-style-type: none"> <li>- reduction in consequence points accumulated in the classroom.</li> <li>- Reduction in suspensions</li> <li>- Increased attendance to extra-curricular activities.</li> </ul>
Positive relationships and a wider understanding of the individual needs of our young people. <i>'Pupil Premium students are not one homogenous group' – Education Endowment Foundation 'Pupil Premium Guide' 2019</i>	<p>Measured through PHS Positive Behaviour for Learning system. Tracking of House and behaviour points.</p> <p>Student voice. Tracking of suspension data.</p>
Positive rates of attendance for our Pupil Premium cohort. Attendance intervention measures aim to mitigate external factors causing gaps in	95% or above attendance is the target for all of our young people. Monitoring of the attendance of our

<p>achievement for disadvantaged young people. Leaders and managers must ‘recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.’ <i>DfE ‘Improving School Attendance: Support for Schools and Local Authorities’ March 21</i></p> <p>‘Pupil absence is a key, and growing, driver of the disadvantage gap. If disadvantaged pupils had the same level of absence as their peers in 2023, the attainment gap at age 11 would have been almost one month smaller and the gap at age 16 would have been over four months smaller.’ <i>EPI: Breaking down the gap: The role of school absence and pupil characteristics March 25</i></p>	<p>Pupil Premium cohort comparative to our non-pupil premium students.</p>
<p>Narrowing of progress gaps in key areas for our Pupil Premium cohort through high quality, adaptive teaching, and, where appropriate access to bespoke intervention.</p>	<p>Narrowing of cohort Progress 8 gaps in Autumn, Spring and Summer data reviews.</p>
<p>Effective reading skills developed in all learners in order to access to our challenging and varied curriculum.</p>	<p>Improved reading scores in KS3 screening from initial CATs measurements in Year 7 through to whole year screening in Year 9.</p>
<p>Improved oracy and language skills.</p> <p>Improving oracy is crucial for Pupil Premium students because it helps develop essential communication skills that are often less accessible to disadvantaged pupils through extracurricular activities, thereby supporting their academic success and future life chances. Embedding oracy within the curriculum ensures these students gain confidence, resilience, and motivation—skills that 96% of teachers believe are as important as formal qualifications. – The Sutton Trust, 2024.</p>	<p>Assessment, observation and discussion will show improved oral language among disadvantaged pupils.</p> <p>Evidence will be gathered through book looks, lesson observations and formative assessment.</p> <p>Whole school CPD will be introduced this academic year but we are primarily in the research and development stage with a view to launch whole school next year.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Adaptive Teaching</b> , whole school teaching and learning CPD with a specific focus on adaptive teaching. Using strategies from A. Quigley's work on reading and literacy. All teachers have a performance development target linked to adaptive teaching.	'Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.' EEF 2022 <i>'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.'</i> EEF 'Improving Literacy in Secondary Schools' June 18	1, 2 & 6
<b>'Knowing your learners'</b> through whole school audit of learners and weekly 'spotlight of key cohorts'	Pupil Premium students are not one homogenous group' – <i>Education Endowment Foundation 'Pupil Premium Guide' 2019</i>	2, 4
<b>RADY (Raising Achievement of Disadvantaged Youngsters) Programme</b> through committing to the 4 key strands of the RADY pledge we will raise achievement for our disadvantaged young people and ensure access to aspirational goals and wider opportunities	Ofsted stated that 'low expectations of the poorest students' (2013) is a key reason for the lower levels of attainment and therefore the attainment gap. The RADY pledge commits to uplifting student targets to raise aspirations for disadvantaged young people. This also addresses student engagement across lessons and extra-curricular activities.	1, 2, 5 & 6

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Maths and English intervention led through the ENHANCE programme</b></p>	<p>‘A majority of 19 year olds who have been eligible for free school meals leave education without a good standard of recognised qualification in English and Maths.’ <i>Education Endowment Foundation ‘The Attainment Gap’ 2019.</i></p>	<p>1, 2, 5 &amp; 6</p>
<p><b>Pupil Premium ELSA (emotional literacy) Programme</b> – Coaching for young people in key stage 3, looking to give students the skills for self-regulation.</p>	<p>Communication, social and emotional needs impacting on access to learning within KS3 and providing young people with the resources they need to become more resilient young learners. <i>‘These key issues become...core priorities for supporting vulnerable pupils and those who receive the PPG’ ‘Narrowing the Attainment Gap’ Daniel Sobel 2018</i></p>	<p>1, 2, 3 &amp; 4</p>
<p><b>Reading intervention strategy</b></p> <p>‘Enhance Programme’ with trained KS2 teaching staff and literacy expert LSAs. Focusing on Years 7-10</p> <p>Pupil Premium reading advocate working with all year 9 Pupil Premium students to encourage reading for pleasure.</p>	<p>Enhance English provides targeted literacy support for young people as they transition to PHS from primary schools. For some students, the support continues throughout KS3. Enhance is delivered by specialists who provide a bespoke programme to small groups of young people. The emphasis is on skills of reading and writing across a range of appropriate texts and genres.</p> <p>‘All year groups have experienced learning loss in reading.’ ‘In secondary 1.5 months of loss in schools with low rates of free school meal eligibility’ <i>DfE ‘Understanding Progress in the 2020/21 Academic Year – Interim Findings’ January 2021</i></p>	<p>1, 2, 5 &amp; 6</p>
<p><b>RADY Project</b></p> <p>We are engaged in Cohort 4 of the RADY programme, which has 4 elements of the RADY pledge:</p> <ul style="list-style-type: none"> <li>- An uplift will be applied to all disadvantaged students</li> <li>- A Golden Thread through school development plans</li> <li>- Equitable teaching strategies will be</li> </ul>	<p>The RADY (Raising the Attainment of Disadvantaged Youngsters) programme has shown strong evidence of success by addressing a critical flaw in school systems: the use of prior attainment to set pupil targets, which inadvertently maintains the attainment gap. By adjusting targets upwards for disadvantaged pupils and improving tracking systems, RADY enables schools to set more ambitious expectations, leading to improved outcomes. The programme has been described by Ofsted as a “potential game-changer” and is held in high regard by educational leaders – edsential, 2020.</p>	<p>1,5,6</p>

<p>deployed in classrooms</p> <ul style="list-style-type: none"> <li>- There will be proportional representation of disadvantaged students in all aspects of school life</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance focus</b> targeted students from Pupil Premium Cohort. Triage process across welfare team. Use of external agencies for wider support. LA Attendance working with PHS weekly to support attendance of the Pupil Premium cohort.</p> <p>PHS has employed both a family support worker and learning support welfare leader as of Sept. 22 to support with attendance and pupil engagement with our most vulnerable young people and families.</p> <p>PHS has employed an additional attendance liaison officer to support the push for raising attendance levels of disadvantaged students. This is part of the updated attendance strategy as of September 2025.</p>	<p>Attendance intervention measures aim to mitigate external factors causing gaps in achievement for disadvantaged young people. Leaders and managers must ‘recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.’ <i>DfE ‘Improving School Attendance: Support for Schools and Local Authorities’ March 21</i></p> <p>‘Pupil absence is a key, and growing, driver of the disadvantage gap. If disadvantaged pupils had the same level of absence as their peers in 2023, the attainment gap at age 11 would have been almost one month smaller and the gap at age 16 would have been over four months smaller.’ <i>EPI: Breaking down the gap: The role of school absence and pupil characteristics March 25</i></p> <p>New research has been published by the DfE exploring the link between attendance and attainment during the 2022 to 2023 academy year. The study, which builds on previous research from 2016, uses a regression model to account for various factors that could influence attainment, such as prior performance and pupil characteristics. At both KS2 and KS4, the higher the 5% attendance band a pupil is in during the assessment year,</p>	<p>1, 3, 4</p>

	the more likely they were to achieve a successful outcome in 2022/23. <i>DfE analysis and research, Secretary of State March 25</i>	
<p><b>Comprehensive Form Time Curriculum</b> which is based on introducing and developing key life skills such as communication, time management, problem solving and organisation. The Cultural Capital programme complements the delivery of the skills programme by introducing key knowledge and ideas to students which links to, but is not necessarily explicitly part of, the curriculum. The programme will also introduce young people to new ideas which may be an activity they wish to pursue.</p> <p>Young People from our PP cohort supported through tutor input and wider team support.</p>	<p>‘Widening wealth gaps have created a privileged class focused on preserving privilege, armed with ever more resources to enrich their children educationally. At the same time ‘disadvantaged’ children have been stripped of the traditional places where they once developed cultural capital: the youth club, town hall, local library, or children’s centre. Given this, the role of schools as places of cultural and social as well as academic learning has become even more critical.’ <i>Elliott Major (2015) writing for the Sutton Trust</i></p>	1, 4
<p><b>Options process (high aspirations)</b> and careers focus. Young people from Pupil Premium cohort prioritised for careers guidance with PHS advisor in both key stage 3 &amp; 4.</p> <p>Pupil Premium students are targeted to attend extra-curricular events at both college and university.</p> <p><b>RADY project</b> ensures uplifted and equalised progress targets for our disadvantaged cohort. The focus initially is on our Year 7 students, which raises expectations and aspirations for our disadvantaged young people.</p>	<p>‘Disadvantaged pupils often have high aspirations. However, they may not know how to achieve them and may struggle to maintain them. Disadvantaged parents and their social networks can lack the experience and knowledge to help their children.’ <i>Joseph Rowntree Foundation ‘Inspiring Social Change’</i></p> <p>Young people are already impacted by disadvantage when they transition to High School and by uplifting targets we can create equitable targets which ultimately raises aspirations.</p> <p><i>NGA Widening the Lens on Disadvantage ‘inequity in education leads to reduced life chances and missed opportunities for children and young people to fulfil their potential’</i></p>	1, 2
<p><b>Addressing the material needs for learning</b> of the cohort from uniform and equipment to the subsidy of educational experiences.</p>	Ensuring a parity of opportunity and resource is needed to move towards equity in education.	2

**Total budgeted cost: £148,215**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2023 to 2024 academic year.

Intended outcome	Progress Towards Success Criteria
<p>Students have a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. 'metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress' – <i>Education Endowment Foundation 'Metacognition and Self-Regulated Learning' September 2019</i></p>	<p>Use of student survey measuring skills of 'metacognition and self-regulation' to measure improvements following April 2025 survey. 'Measuring Metacognitive Skill at PHS' document. Feedback given to Senior leaders to form future planning and whole school staff CPD.</p> <p>Student survey is now embedded in the routine of school and is aimed to capture student voice annually.</p> <p>Revision skills are embedded within the curriculum across all Key Stages following the PHS Revision Strategy.</p>
<p>Positive relationships and a wider understanding of the individual needs of our young people. 'Pupil Premium students are not one homogenous group' – <i>Education Endowment Foundation 'Pupil Premium Guide' 2019</i></p>	<p>Delivery of the 'Knowing Your Learners' training sessions to all staff and the distribution of Pupil Premium Spotlight profiles weekly through the staff bulletin.</p> <p>Measured through PHS Positive Behaviour for Learning system. Tracking of House and Consequence points.</p> <p>Both the suspension and exclusion rate of FSM students is higher nationally.</p> <p>Poynton High School Suspensions from 2024/25</p> <ul style="list-style-type: none"> <li>- External: 63 students involved in 176 external suspensions. 13 of the 63 students are from the Pupil Premium cohort, which represents <b>20.6%</b> of the external suspensions. This is disproportionate to the percentage of Pupil Premium students in the school (9%).</li> <li>- Internal: 35 students involved in 36 internal suspensions. 9 of the 36 students are from the Pupil Premium cohort, which represents <b>25%</b> of the internal suspensions. Again, this is disproportionate to the percentage of Pupil Premium students in the school (9%).</li> </ul>

Positive Behaviour for Learning strategy, anchored by three key pillars of positive relationships, excellent teaching and learning, and consistent systems, underpins our approach to supporting Pupil Premium students. To strengthen this, we have an Assistant Headteacher with responsibility for behaviour, who will also temporarily lead on pupil progress, developing targeted strategies to help our most vulnerable learners improve self-regulation and achieve their potential.

Adverse childhood experiences CPD undertaken by the Pastoral team January 2025.

Increased capacity in the Welfare team to support our most vulnerable students – each year group now has a dedicated Head of Year who will follow the year group through the school, ensuring that positive relationships and formed and maintained with students and families.

Work completed with a Behaviour advisor from the DFE and a School Improvement Partner which supports the needs of all students, but particularly our most vulnerable and inclusive of our disadvantaged cohort.

Narrowing of progress gaps in key areas for our Pupil Premium cohort through access to English, Maths, Science, MFL and Humanities tuition support for targeted learners within the Pupil Premium cohort. 'Targeted small group or 1:1 interventions have potential to make the largest immediate impact on attainment' *Education Endowment Foundation 'The Attainment Gap' 2017.*

Following the DfE decision to cut funding of the NTP we were unable to offer the same level of targeted intervention to small groups. The academic year 2023/4 saw a focus in the key area of literacy and numeracy and this will continue to be a focus moving forward as part of the ENHANCE programme. The focus is now on Maths and English.

GCSE Results 2025:

Measure	PHS	
	PP	Non-PP
A8	42.22	53.79
Basics 4+	57%	79%
Basics 5+	33%	56%
EBacc 5+	13%	28%

Measure (%)		PHS figure	Cheshire East	gap
students achieving 5+ English	PP	40.0	34.9	5.1
	non PP	69.6	68.5	1.1
	gap	29.6	33.6	-4.0
students achieving 5+ maths	PP	43.3	31.5	11.8
	non PP	67.2	57.0	10.2
	gap	23.9	25.5	-1.6
	PP	33.3	19.6	13.7

students achieving 5+ English & maths	non PP	55.6	50.9	4.7
	gap	22.3	31.3	-9.0
students achieving 4+ English	PP	66.7	51.2	15.5
	non PP	84.5	82.8	1.7
	gap	17.8	31.6	-13.8
students achieving 4+ maths	PP	70.0	45.5	24.5
	non PP	86.5	78.8	7.7
	gap	16.5	33.3	-16.8
students achieving 4+ English & maths	PP	56.7	38.1	18.6
	non PP	79.2	74.4	4.8
	gap	22.5	36.3	-13.8
average A8	PP	42.4	30.8	11.6
	non PP	53.8	47.7	6.1
	gap	11.4	16.9	-5.5
students entering Ebacc	PP	23.3	21.2	2.1
	non PP	47.8	39.9	7.9
	gap	24.5	18.7	5.8
students achieving Ebacc 4+	PP	13.3	9.0	4.3
	non PP	39.1	25.1	14.0
	gap	25.8	16.1	9.7

1:1 Tuition for a number of our Pupil Premium students to support a reduction in the progress gap. A small cohort of students are engaged in an Alternative Curriculum at KS4 to support their achievement in English and Maths.

Termly Progress Push cohort is shared with Directors or Learning for Curriculum areas. Information shared with staff in briefings to support this cohort.

The Designated Teacher meets each week with Pupil Premium students in order to generate Pupil Profiles that are shared weekly with all staff ensuring that individual Pupil Premium students' learning needs are clearly signposted to staff.

Pupil Premium F1rst Strategy is shared with staff and referred to in all Pupil Premium CPD, our unwavering positive regard of our Pupil Premium Cohort is at the centre of all the training delivered at PHS. Pupil Premium is explicitly referenced in all whole school CPD.

<p>Positive rates of attendance for our Pupil Premium cohort. Attendance intervention measures aim to mitigate external factors causing gaps in achievement for disadvantaged young people. Leaders and managers must 'recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance.' DfE <i>'Improving School Attendance: Support for Schools and Local Authorities'</i> March 21</p>	<p>Whole School Attendance 2024/5 - 92.8% - PP 86.5%. Gap – 6.3%.</p> <p>Positive attendance remains a key area of focus at PHS. There is significant research to suggest that any disadvantages gaps can be closed by closing the gap of attendance to school. <i>'Pupils who attended nearly every day were 1.8 times more likely to achieve the standard than persistently absent pupils who only attend 85-90% of the time (relating to 4 -6 weeks more time in school).'</i> Secretary of State, March 25</p> <p>Increased support put in place to establish positive relationships from year team following initial student absence via daily contact home. Additionally, a second attendance officer has been employed.</p> <p>PHS have both a family support worker and learning support welfare leader to support attendance and pupil engagement with our most vulnerable young people and families.</p> <p>Welfare Lead CPD on supporting positive attendance, particularly of our most vulnerable and persistent concerns and the attendance strategy has been updated as of September 2025.</p> <p>Designated attendance leads specifically monitoring PP attendance to support and encourage persistent attendance concerns.</p> <p>Daily PP attendance log shared with welfare teams to support parental engagement and positive attendance.</p>
<p>Confident KS3 learners within our Pupil Premium cohort, equipped with healthy learning habits and well engaged in school life.</p>	<p>Ensuring that all learners are confident and resilient remains a key area of focus for our learners whole school:</p> <ul style="list-style-type: none"> <li>● 3 Members of staff are ELSA trained, targeted students are involved in intervention groups around resilience and emotional regulation and self esteem</li> <li>● Whole school CPD focusing on Adaptive teaching, questioning and providing live feedback. All of these create learning habits which promote an environment whereby students can build confidence and resilience in the classroom.</li> </ul>

	<p>Ensuring that senior leaders within school are part of ensuring that PP students from the progress push cohort remain a key focus during each term; working closely with both year and curriculum DLS.</p> <p>Comprehensive form time curriculum including a Cultural Capital Programme which equips students in Key Stage 3 to fully understand the context of the Curriculum and for the future.</p> <p>A formal exam programme is in place to reinforce positive learning habits and ensure students are prepared for external examinations in Key Stage 4.</p> <p>An aspirational Key Stage 3 Curriculum that is based on the concept of Powerful Knowledge. This provides the best foundations for students to thrive and succeed at Key Stage 4 and beyond.</p>
<p>Effective reading skills developed in all learners in order to access to our challenging and varied curriculum.</p>	<p>Improved reading scores in KS3 screening from initial CATs measurements in Year 7 through to whole year screening in Year 9.</p> <p>Students with a SAS (standardised age score (SAS) below 85 have been highlighted as having a concern around their reading comprehension, class charts indicate these students and all staff have been given strategies to support student learning through whole school training developing QFT strategies. Where there is a concern, students may attend ENHANCE lessons to support the development of reading comprehension skills.</p> <p>Targeted weekly Key Stage 3 Aspirational reading group aimed at encouraging reading for pleasure and building confidence in reading.</p>

## Further information

### Free School Meals and the Pupil Premium

- The national framework for supporting young people from families facing hardship to reach their full potential in education uses free school meals as a guide for further support. If your young person has been entitled to free school meals in the last 6 years they will then in turn be eligible through funding provided to school directly (called the Pupil Premium) for further support. A more detailed explanation as to how this support works please see our Pupil Premium statement below.

### Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

### Applying for Free School Meals

- Parents and carers must apply for free school meals through their local authority website. Applications from within Cheshire East can be made by following this link: <https://synergyweb.cheshireeast.gov.uk/Website/Enquiries/Citizen/FreeSchoolMeals.aspx> . We are unable to provide free school meal entitlements ourselves unless an application has been approved. If you are applying and need more help or guidance please contact Mrs Rhian Dempsey (Associate Assistant Head Teacher) via phone – 01625 871 811 or email [rdempsey@poyntonhigh.org.uk](mailto:rdempsey@poyntonhigh.org.uk)